

## NOTES ON EDUCATION.

The new freshman class at Colby University has 38 members.

There are now 160 pupils in the Vermont State Normal School.

The Rev. J. C. C. Clarke of St. Louis is to be Professor of Greek in Shurtleff College.

The subscriptions to the Bowdoin endowment fund of \$100,000 are completed, and the sum of \$30,000 has already been received.

Prof. John W. Clark now occupies the chair of Geology in the University of Chicago, and Prof. Hudnut that of Civil Engineering and Physics.

No special studies except the German language will hereafter be taught in the public schools of Sacramento. And drawing has been excluded from the Louisville schools.

The constitutional amendment prohibiting the expenditure of public school money for the support of sectarian schools was rejected by the last Connecticut Legislature by a vote of 111 to 99.

Clergymen of all denominations are to be allowed to conduct services hereafter at the State Industrial School for Boys at Waitsfield, Vt. The officers of the institution are instructed to give the inmates notice when religious service is to be held, stating the denomination of the officiating clergymen and that they are at liberty to attend if they desire. Officers and employees of the institution are forbidden to influence or prejudice the inmates against any religious exercise. The school has heretofore been conducted upon a plan as little sectarian in character as possible, and the change now made is at the demand of the Catholics.

*The Philadelphia Press* complains that children are sent to school when too young, and deprecates the binder of allowing them to bring the school home with them. It says: "When the doors of the school house close in the afternoon upon the school children, they should literally close out from them all that pertains to school until the opening next morning. A teacher should be a teacher, not simply a mere beater of recitations. Lessons should be learned and taught at school—never at home. The teacher has no right to impose upon parents the most annoying part of her work. She has no right to take from the child a single moment of the few hours it has out of school."

On the ground that it is wise to wait for better educational conditions in the State, and then help more liberally, aid from the Peabody fund will be applied at present in Louisiana only to the Normal and Model Schools of New Orleans. Dr. Sours says: "We have kept up schools under private auspices and helped many to get some education, but we have not been able to strengthen a permanent public school system. We have nothing permanent to show. To Louisiana we pay more and accomplish less for the future, less than in any other State. This is the reason I can go no further in this direction. I trust with all something more promising for the future presents itself."

Gail Hamilton declares in *The Independent* that she would have the unwieldy and monstrous schools broken into pieces, and every pupil relegated to the domain of personal and parental supervision. She adds: "There should be no male Principal at the distill, not to say inaccessible summit of a mountain chain of teachers, with a salary three and four times that of the female subordinates, under the mistaken idea that only a man can organize and administer. Organization should take its proper place at the front, and he who can best teach that is, who can best stimulate and guide the infant mind and heart—shall be chosen teacher and shall have an adequate and honorable salary, whether he be man or woman. As economy is to be considered, we will consult it, not by reducing the salaries of teachers—the persons who do the indispensable work, and whose character and fitness we cannot be too exacting—but by cutting off all our fell wroth the unnecessary stepping-stones, not to say stumbling-blocks, between the community and the teachers. State Boards should be summarily splintered, and our safety-lavished Superintendent of Schools would escape annihilation only by the skin of his teeth. In our present system he is an agreeable and pleasant person, but an entire superannuate."

At the recent meeting of the Corporation of Brown University the President's annual report was presented. It promises the creation of new professorships and the introduction of new branches of study, with additions to the existing number of elective studies. The President notes that agriculture, zoology, in connection with a general description of soils, is the nearest approach to the actual study of agriculture which any student receiving aid from the agricultural scholarships of the State has thus far been permitted to make. The minimum standard of scholarship, which litho has been 25 per cent, or five in a state of 20, if a student is to be passed on in his studies, the President regards as by far too low, and requests the Corporation to raise it to 50 per cent, which recommendation was unanimously adopted. The practical result will be that hereafter students who in their examinations are marked below 10 will be regarded as non-doers, and not entitled to pass on in their studies. The report also recommends, and the Corporation adopted the recommendation, that "after the commencement of 1876 the courses of study now prescribed to those who enter as candidates for the degree of Bachelor of Philosophy shall be so far extended as to cover a period of four years, instead of three, and that after the commencement of 1877 only certificates of proficiency be granted to those who come to us with no knowledge of Latin."

The following criticisms and suggestions are made by *The New-England Journal of Education*: "If there is a word in our teachers' phraseology, which is in danger of becoming a mere cant term, it is 'methods.' With this matter of good methods, the first principle is: There must be the well-mastered body of truth in the mind. It is simply absurd to talk of a good method of presenting a subject, of which one has no good understanding. There must be a living and excited interest in the presentation of that truth. A third principle to be kept in mind is: All modes or methods are not absolute, but relative. Absolutely there may be a certain method which alone belts the truth to be presented. But the truth has got to be presented through the teacher's agency. Hence the method of necessity, relative to the teacher. It must be in some effective degree adapted to his individual use. Paradox as it may seem to be, the poorer method may, for the particular teacher, be the better one; that is, a method less perfect in itself may be the one which, for various reasons, the teacher can use with the most power. Out of this grows the fourth principle: Every method must be so exact and so thoroughly digested that it becomes the teacher's own. Like the truth, the method must not be passively reviewed and laid away, to be mechanically brought forth as mere pieces of embalmed hideousness; it must be made *object* of individual thought, experiment, adaptation."

The Detroit school authorities, recognizing the fact that the number of pupils in the schools constantly diminished from the beginning of the first grade to the end of the twelfth and last, have determined to make divers changes for the benefit of those whose school life is a brief one. They have adopted the following suggestions: In order that pupils in the earlier grades may acquire facility and readiness in the use of books, and be able to read them intelligently and use them in the further acquirement of knowledge, a much larger amount should be read in the schools. At present the first, second, third, and fourth readers occupy the time until the beginning of the eighth year. They should be completed at the end of the fourth, or, at the latest, at the middle of the ninth year. This long delay in completing these books results largely from requiring pupils to finish them, not only as readers, but also as spelling-books; although experience teaches that the progress of a child in intelligent reading largely outruns his ability to spell correctly all words which are encountered in his reading. The Superintendent will be authorized to modify the course of instruction in arithmetic, with especial reference to making the first seven years of work as nearly as possible a complete course, to be done without change of text-books. The course of study in geography in the third and fourth grades will be changed, and a descriptive book suited to the capacity of the pupils, adapted to teaching them how to study and giving an abundance of interesting and useful information, substituted for the text-books now in use in these grades; and the studies of the French, German, and Latin languages will hereafter be optional.

## LITERARY NOTES.

Ex-President Cummings of Wesleyan University is editing a new edition *Bulwer's Analogies*.

Prof. Moses Coit Tyler of Michigan University is preparing a survey of American literature, which will be published by G. P. Putnam's Sons.

Mr. Ashton Dilke's work on "The Russian Poet" which has occupied him now for more than a year, is approaching completion, and will be published in the Autumn.

Ex-President Thomas Hill of the Harvard University is preparing a little volume on "The True Order of Studies." His appreciation of the value of mathematical studies is very high; indeed, he is spoken of as the

only man who ever got religion out of geometry, as in his book, "Geometry and Faith."

G. W. Carleton & Co. will reprint from the tenth London edition a series of connected short stories, under the title of "Johnny Ladlow," which have attracted much attention abroad.

Miss Susan Warner, author of "The Wide, Wide World," and "Quincy," has nearly completed her novel, "Wych Hazel," which will be published by G. Putnam's sons after its appearance in a serial.

A work on "Climate and Time in their Geological Relations," by Jas. Collie of the British Geological Survey, to be published immediately by D. Appleton & Co., will be called the most important among the English publications as the most important work in its field since Hooke. It presents a theory of secular changes of the earth's surface in opposition to those of Maury and Carpenter.

A little "First Book of Zoology," by Prof. E. S. Morse of Salem, Mass., formerly Professor of Zoology and Comparative Anatomy at Bowdoin College, is nearly ready at D. Appleton & Co.'s. It aims to present the subject in the simplest fashion, and has 150 illustrations of common typical objects drawn from nature by the author himself, who is one of the rapid draftsmen of the lecture-room.

A "little First Book of Zoology," by Prof. J. Disturnell's proposed compilation of "New York as it Was and as it Will" will be a review of what is known by that veteran publisher a generation ago, and will confirm many of the interesting old plates of those volumes. It will be a book of facts, giving condensed information as to the features and institutions of both this city and Brooklyn, with references to their history. A classified bibliography is to be appended, consisting of 300 pages. Itoms, will appear next January.

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